EMERSON

(formerly MONROE)

COLLEGE

of

ORATORY

1891-92

Cor. Tremont and Berkeley Sts.

Boston.

"What boots it thy virtue,
What profits thy parts,
While one thing thou lackest,
The art of all arts?"

"The only credentials,
Passport to success;
Opens castle and parlor,—
Address, man, address."

RALPH WALDO EMERSON.

The Office

Emerson College of Oratory.

FACULTY.

CHARLES WESLEY EMERSON, M.D., LL.D., President.

Professor of Philosophy of Expression; Æsthetics; Physiology and Hygiene of the Voice; Bible Reading; also in Charge of the Normal Department.

HENRY LAWRENCE SOUTHWICK, A.M.,

Principles of Oratory; Advanced Analysis; Shakespearian Interpretation; Dramatic Action.

WILLIAM J. ROLFE, A.M.,

Lecturer on Shakespeare and Standard English Authors.

JESSIE ELDRIDGE SOUTHWICK, O.M.,

Dramatic Expression and Rendering of Shakespeare.

SUSIE ROGERS EMERSON, O.M.,

Department of Physical Culture and Gesture; also Teacher of Rendering.

SARAH E. SHERMAN, M.D.,

Teacher of Anatomy and Physiology.

CHARLES W. KIDDER, O.M.,

Vocal Physiology.

Professor of Bell's Method of "Visible Speech" and Articulation,

LILIA E. SMITH, O.M.,

Steps in Evolution of Expression.

FREDRIC A. METCALF, O.M.,

Teacher of Rendering.

SILAS A. ALDEN, O.M.,

Physical and Vocal Culture.

F. NELLIE KARNAN, O.M.,

Instructor in Elocution.

WALTER B. TRIPP, O.M.,

Teacher of English Literature, Rhetoric, and Analysis.

H. E. HOLT,

Singing.

LECTURERS.

CHARLES WESLEY EMERSON, M.D., LL.D.,

Series of Lectures on Voice, presenting his Original System of Voice Culture.
Series of Lectures on Gesture. Reflex-Action of Nerve-Centres in Gesture. Education of the Dramatic Element necessary to a Rounded Character.
Series of Lectures on Psychology.
Series of Lectures on Pedagogy.
Series of Lectures on Evolution of Art.
Series of Lectures on Bible and Hymn Reading.
Series of Lectures on the Great Orators.

HON. JOHN W. DICKINSON, LL.D.,
SECRETARY OF STATE BOARD OF EDUCATION,
Series of Lectures on Rhetoric.

HENRY L. SOUTHWICK, A.M.,
Series of Lectures on History and Literature.

DANIEL DORCHESTER, JR., A.M., PH.D.,
Series of Lectures on Literature.

REV. WILLIAM R. ALGER, D.D.,
"The Place and Power of Personality in Oratoric and Dramatic Expression."

READERS.

J. WESLEY CHURCHILL, A.M.,
LELAND T. POWERS,
JESSIE ELDRIDGE SOUTHWICK, O.M.

TRUSTEES.

CHARLES WESLEY EMERSON, M.D., LL.D., *Ex-officio.*
SARAH E. SHERMAN, M.D.,
HENRY LAWRENCE SOUTHWICK, A.M.,
JESSIE ELDRIDGE SOUTHWICK, O.M.,
SUSIE ROGERS EMERSON, O.M.

TREASURER.

SUSIE ROGERS EMERSON, O.M.

SECRETARY.

HENRY LAWRENCE SOUTHWICK, A.M.

History of the College.

Prof. Lewis B. Monroe established the first school of oratory in this country that embraced a systematic and comprehensive course of study. In 1879 Prof. Monroe died, and in consequence of his death the trustees of the Boston University voted a discontinuance of this department.

In 1880 Dr. Emerson, a graduate of the school, and subsequently a member of the faculty, realizing with others the great need of the continuance of such a school, called around him nearly all the members of the faculty formerly associated with Prof. Monroe, and opened this school, giving it the name of Monroe Conservatory of Oratory in honor of the lamented Dean.

In September, 1886, the school was formally incorporated as the "Monroe College of Oratory," receiving a charter from the State. Thus the College is empowered to confer degrees. The standard has been raised, and the number of hours of work increased, for it is the design of the institution to advance the standard of culture among students of oratory, and to afford them a thorough course in literature, science, and art.

A CHANGE OF NAME.

On the occasion of the formation of the Monroe College Alumni Association at Boston, May 3, 1889, the following letter was read from a graduate teaching in a distant part of the country: —

"DEAR FRIEND: — I wish to acknowledge and to thank you for the receipt of a notice of the Alumni meeting to be held day after to-morrow.

"You ask if I have any suggestion to make to the meeting. There is a matter which I feel ought to be brought before the Association, and I regret that I cannot be there to present it, instead of suggesting it in this informal way. If, however, the idea should commend itself to the meeting, doubtless some one will put it into proper form. I feel that the welfare of the College demands a change in its *name*, and that the Alumni Association should request the Trustees to make the change.

"The school was named for Prof. Lewis B. Monroe, late Dean of the Boston University School of Oratory,—a warm friend of our president, who at one time was associated with Prof. Monroe as pupil and teacher. The name 'Monroe' was given by Dr. Emerson as a mark of respect to the mem-

ory of an able teacher and a great-hearted man. But Prof. Monroe was not the founder of the school, nor has he any connection with its history. I feel, and have long felt, that we should no longer keep a name that is confusing and misleading to strangers, though it is a name we delight to honor.

"This, however, is merely the negative side of the matter. We have a work broader than that of any other school of oratory — one more advanced, universally related, closely allied to established scientific truth, based upon a philosophy of its own. We have a method which is unique. I therefore feel that we should have a name which will distinguish and identify our theory and our practice. Our original method ought to be formulated in one or more books, that it may be clearly presented to the world, and honor be given where honor is due. This, of course, will be the work of time. But there is one thing that can be done by the proposed change of name: we can emphasize the individuality of our great work as distinct from the work of all other schools, past or present. If this change is to be made, no time can be so fitting as the present, when the Alumni of the College are about to form an association for mutual helpfulness, and for the advancement of the interests of the Alma Mater.

"This College, I verily believe, is immortal, and it should now become in name what it already is in fact, — the 'EMERSON COLLEGE OF ORATORY.' The name represents to the world the most distinguished prose writer of America, the philosopher and the sage, the friend and helper of all who would live the higher spiritual life. To us it has a yet more vital significance, as it would have to all wherever the work of this College is known. To us the name stands for the founder and the central impulse of this College. It is the name of one who in eight years has raised this College from nothing to an eminence whence it overlooks all competitors, and who yet has scarcely begun his work.

"It is not my purpose to write any tribute to Dr. Emerson. That tribute is already written in the hearts of all who will attend your meeting. But I do say that our College is a monument to Dr. Emerson. His name should be carved upon its pedestal."

After the letter had been read, the following resolutions were presented and unanimously adopted: —

Whereas this College owes its life and growth to one individual;

Whereas the labors of that individual have developed an original system of education whose principles are Nature's own laws; and

Whereas we, the Alumni of the Monroe College of Oratory, have for years striven in vain to present to the world the work of this College as distinct from all other methods: — Therefore be it

Resolved, That we believe this system, like all other great systems, should be associated everywhere with the name of its founder. And be it

Resolved, That we, the Alumni of the Monroe College of Oratory, do humbly request the Trustees of said College to change the name of the institution to the "Emerson College of Oratory."

At a special meeting of the Trustees of the Monroe College of Oratory, it was voted to petition the Legislature for a change of name, and the following Bill to that effect was passed by the General Court, and, receiving the Governor's signature, February 12, the institution became the Emerson College of Oratory: —

BE IT ENACTED by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION I. The name of the Monroe College of Oratory, a corporation organized under the general laws of this Commonwealth, September twenty-first, eighteen hundred and eighty-six, is hereby changed to the Emerson College of Oratory.

SECTION II. This Act shall take effect upon its passage.

Design of the College.

This college is designed to teach oratory as an art, resting upon absolute laws of nature, explained and illustrated by exact rules of science, and to give a thorough and systematic training in all the principles upon which this art is based. It qualifies students to become professors and teachers of elocution and oratory in the colleges and schools of the land; to supply the ever-increasing demand for teachers who have studied not merely to become brilliant readers, but to become masters of the great system of laws underlying the art of expression.

It affords such a course of instruction in the fundamental laws of health, and such physical training, as rarely fails to restore the weak to health and strength.

The college is also designed as a means of liberal culture; its aim is not merely to make readers, but thinkers as well.

It embraces such a system of personal and literary culture as to be of the highest value, not only to those who have a professional purpose in view, but to men and women who do not intend to make it a specialty.

INDIVIDUALITY.

The individuality of the student is of the first importance. The orator is educated, not by fashioning him after a certain model, or by making him a slave to arbitrary rules, but by quickening and developing all the intellectual faculties, cultivating the imagination, deepening and guiding the feelings, disciplining all the agents of expression, making the will sovereign, and then leaving him free to express his thoughts, convictions, and emotions in accordance with his own temperament. No two good orators can possibly be of the same type; hence the pupil is not to be an imitator of his teacher.

It should be the aim of the orator to convey beauty, truth, and goodness to the hearer. No prescribed method can accomplish this other than one that cultivates the individual in his threefold nature of mind, soul, and life, through the agents of impression and expression.

The function of the orator is that of receiver and giver. He must be a mirror held up to nature, reflecting to others what his soul receives therefrom. The production of every great master possesses an individuality distinct from that of any other artist. Our object is to develop *natural* orators, not artificial ones.

COURSE OF INSTRUCTION.

JUNIOR YEAR.

Colossal Period.

FALL TERM. — Physical Culture. Voice Culture. Articulation, Inflection, Quality of Tone, Pitch, Force, Time, Volume, Modulation, Power, Brilliancy, and Abandonment in Rendering. Elementary Gesture. Visible Speech. Declamation. Recitation. Lectures on Physiology and Hygiene of the Voice. Rhetoric and English Literature. Lectures. Singing.

Effective Period.

WINTER TERM. —Physical and Voice Culture. Rhythm, Music, and Imagination in Rendering. Gesture. Singing. Visible Speech. Laws of Analysis and their Application. Personality in Rendering. Relation of Values and Taste. Recitation and Declamation, with Individual Criticism. Humorous Reading. Study of Shakespeare with Prof. Rolfe. Rhetoric and English Literature. Lectures. Singing.

Realistic Period.

Suggestive Period.

SPRING TERM. — Physical Culture, with Lectures on Health. Voice Culture, with special reference to Suggestiveness, Purpose, and Unity. Singing. Visible Speech. Study of Rendering. Psychic Rendering. Analysis. Sight Reading. Gesture. Lectures on Æsthetics and the Philosophy of Expression. Rhetoric and English Literature.

SENIOR YEAR.

FALL TERM. — Physical and Voice Culture. Advanced Rendering. Advanced Analysis. Advanced Gesture. Bearing, Dramatic Attitudes. Dramatic Inflection. Visible Speech. Singing. Delsarte Philosophy of Expression. Rendering and Analysis of Shakespeare. Recitations. Lectures. Rhetoric and English Literature.

The Sixteen Perfective Laws of Art.

WINTER TERM. — Physical and Voice Culture, including the eight Dramatic directions of the Voice and their combinations. Singing. Visible Speech. Orations. Extemporaneous Speaking. Regular normal work with Dr. Emerson. Dr. Emerson's Philosophy of Expression. Dramatic Positions in Unity. Study of Shakespeare. Æsthetics. Rhetoric and English Literature. Lectures.

SPRING TERM. — Physical and Voice Culture. Spontaneity of Gesture. Construction of Gesture. Translation of Gesture at Sight. Singing. Visible Speech. Extemporaneous Speaking. Shakespeare with Prof. Rolfe. Orations. Bible and Hymn Reading. Normal work with Dr. Emerson. Shakespeare. Æsthetics. Rhetoric and English Literature. Lectures on the Relation of Psychology to Physiology.

THIRD YEAR'S COURSE.

Physical Culture. Voice Culture, with the cultivation of Tone-color and the Responsiveness of the Voice to the Mental Concept. Singing. Visible Speech. Translation of Gesture at Sight. Evolution of the Philosophy of Expression. Drill in Reflex-action. Rendering of the great English and American Orators with Dr. Emerson. Bible Reading. Delivery of Sermons. Advanced Analysis. Orations. Review of the Classic Writers. History of Civilization. Rendering of Shakespeare and the old comedies with Prof. and Mrs. Southwick.

PHYSICAL CULTURE.

We mean by this the development and refinement of the entire physical person, through cultivating it to express the purposes and emotions of the soul. We have learned by experience that educating the person by means of daily *gesture drill* increases the health and strength of the individual much more rapidly, perfectly, and surely than by gymnastics, as usually taught.

The body was created that it might serve the soul. During man's mortal existence his soul is imprisoned in his body, and he has no power of expressing thought, purpose, or emotion independent of it. If the mind and heart are educated to the noblest thoughts and feelings, the body should be educated to express them. We consider the body the natural servant of the soul, and cultivate it accordingly. Gesture educates from within outward, converting the overcharged sensibility of the nerve centres into vitality and blood-making power, overcoming all tendency to nervous prostration, giving free and harmonious circulation to the blood, and developing great muscular power. This briefly suggests the philosophy of curing all forms of chronic diseases, giving power to the weak, and greatly increased

strength to the well, which is the wonder of all who are acquainted with this college, and for which it has ever been so justly famous. The anatomical and physiological reasons for this reflex-action of our system of gesture exercises, in producing health and strength, is so fully taught by the president as to give every pupil a practical knowledge of anatomy, physiology, pathology, and hygiene.

Æsthetically and oratorically the end sought in these exercises is reposeful and dignified bearing, grace and ease of manner, the overcoming of all appearance of self-consciousness, and the attainment of the power to express in gesture that with which the soul has been impressed. Our highest hopes in this have been more than realized. We hold that he who degrades his body by making it the slave of false and evil appetites is a moral criminal. Also, that he who neglects the cultivation of his body lives beneath his privilege, closing many avenues of good, and rendering himself less useful to others.

VOICE CULTURE.

The first, greatest, and most difficult thing is direction of tone; that is, "focus, or right placing of tones." The great want that is everywhere felt is for such a system of consecu-

tive steps of practice as shall make it certain that all who apply themselves shall arrive at the desired results, whether the ear is accurate or not. This want is fully met by the system taught in this college. The president first arranged it for the cultivation of the singing-voice, and has since applied it to the speaking-voice, with most satisfactory results. It is based upon the laws of physiology, and embraces the discoveries of Tyndall and other eminent modern scientists. It takes away all huskiness, all impurities of the voice, whatever the cause, and cures all forms of chronic sore throat, including ulceration and "clergyman's sore throat." It gives fulness, volume, great range, smoothness, evenness, flexibility, sympathy, consistency, and power. A voice cultivated by the application of this system never gets fatigued, never grows hoarse, no matter how much it is used. All voices that are, as it is called, worn out, whether of the speaker or singer, can be fully restored and made more beautiful than ever before; and a singer, daily practising this system, will keep the voice down to old age, as good and fresh as in youth.

DEPARTMENTS OF VOCAL PHYSIOLOGY.

The School of Vocal Physiology was established in Boston in the year 1874, by Prof. Alex. Graham Bell. Prof. L. A. Butterfield was associate principal with Alex. Melville Bell and Alex. Graham Bell.

The Bells removed to Washington and Prof. Butterfield continued this school in Boston. When the Monroe College of Oratory was chartered, the School of Vocal Physiology was united to the Monroe College of Oratory as a distinct department, under the supervision of Dr. Butterfield.

BELL'S METHOD OF VISIBLE SPEECH.

This is the only sure method by which perfect articulation can be obtained. It teaches the science of sounds in language, and gives the mechanical basis for pronunciation in all languages. The facility with which accurate pronunciation can be acquired by this method is, to all other methods, as the steam-cars to the stage-coach. A scholar proficient in the art of visible speech can pronounce with absolute exactness any foreign language on hearing it once. It assists in removing any peculiarities or impediments in the speech, and also is an invaluable system for the instruction of deaf-mutes.

INSTRUCTION TO STAMMERERS.

Persons who suffer from stammering, stuttering, lisping, and other defects of speech will be received for instruction at any time. Stammerers will be treated in the most practical and scientific manner. We can speak most encouragingly to all who are willing to take pains and patiently carry out our instruction.

INSTRUCTION TO DEAF MUTES.

Arrangements can be made at any time for class or private instruction in Articulation and Lip-Reading.

A limited number of deaf children will be received in this department for instruction.

All communications relating to the department of Vocal Physiology should be addressed to

CHARLES W. KIDDER, O. M.

Tremont, cor. Berkeley St., Boston, Mass.

THE ARTISTIC SINGING VOICE.

Prof. Albert Baker Cheney has made one of the most valuable discoveries of the nineteenth century. He has discovered the mental Tone Line, and the True Unit of Thought from which to develop the singing quality of voice. In teaching the singing voice, he is the *genius* of the *age*.

He is a member of the far-famed Cheney family, so well known as public singers, teachers, and composers.

He teaches the singing voice upon the same principles that underlie the voice system of the Emerson College. Prof. Cheney has taught in this college two years, and the results of his work are simply marvellous. It is impossible to speak too strongly in favor of his teaching.

This department is not included in the regular college course, but is special, and extra.

ALL COMMUNICATION CONCERNING THIS DEPARTMENT SHOULD BE ADDRESSED TO

PROF. ALBERT BAKER CHENEY,
Emerson College of Oratory.

Normal Singing Department.

Those going through this department are qualified to teach singing. The "Holt Method" of teaching singing is so perfect that there is a much greater demand for teachers than can at present be supplied, and the demand is constantly increasing throughout the United States and the British Provinces. It has been introduced into England, and is meeting with distinguished favor there. Every person can learn to sing by means of this method, and that in a very short time. Those who have never been able to sing at all and given to understand they have "no ear," learn to sing with perfect accuracy in a few months, and such often become the best teachers of singing. The cry from all the public schools throughout America is for teachers of Holt's Method of singing, and such teachers are handsomely remunerated for their services. This course in music will consist of a series of lessons exemplifying Prof. Holt's original method of teaching tune and time as based entirely upon mind action. This course includes, 1st, the development of tone perception; 2d, the naming of the relative pitch and length of sounds as mental objects; 3d, the acquisition of that conception of the relative pitch and

length of sounds which must precede correct utterance, and should precede all representation. This enables the pupil to grasp mentally the character of each sound by itself and in its relation to the whole number of sounds, thus aiding him to express in sound the impressions made upon the mind.

ANALYSIS.

This embraces, 1st, the study of the purpose of any composition to be rendered; its natural divisions of thought and their relation to the underlying purpose of the whole and to each other in the development of that purpose; the climax of the whole and of each division; the thought of each sentence and its comparative value; and, 2d, the best means of expressing this to another. The study considers the several forms of emphasis, their combinations and applications, and the laws of inflection. A mastery of analysis enables the student to express correctly the thought of any composition.

RENDERING.

This includes, 1st, the methods of receiving upon the intellect and emotions the impression of what is read; 2d, the methods of reproducing the impression in expression.

DECLAMATION.

Declamation is the natural form of public address. A gathering of individuals, attracted by some special idea or occasion of common interest, is not so many separate individuals; but these many individuals enter into and form a new organism or personality. This is recognized, and methods of appeal by the orator are illustrated.

READING OF POETRY.

Poetry is an original creation of the imagination, and is possessed of mind, soul, and life. Its rendering in speech requires the action and cultivation of the same faculties that created it. There are certain natural laws of expression, the study and practice of which develop and cultivate these powers of mind and heart. These laws are defined and taught.

HUMOROUS READING AND RECITATION.

This form of literature is so attractive when well rendered that ambition in this line is common. That one may interest and amuse both the cultivated and those less favored, fine discrimination and a highly cultivated taste is requisite. The art of suggestiveness, as opposed to bald realism, is nowhere more indispensable than in humorous recitation.

DELIVERY OF SERMONS.

A sermon is a direct appeal to the highest sentiments and most disinterested motives of the soul. 1st, it must instruct; 2d, it must convince; 3d, it must move. These three principles must be harmoniously blended in the manner and voice of the preacher, and inspired by the single purpose of lifting the soul of the hearer to God.

BIBLE AND HYMN READING.

That which chiefly characterizes this style of reading is a recognition of the infinite and universal as opposed to the finite and particular. All suggestion of limitation must be excluded, and the private personality of the reader kept from intruding. This requires great self-command and self-abnegation, together with vital reverence.

PHILOSOPHY OF EXPRESSION.

All the emotional, volitional, and psychical powers of man seek expression through his physical agents. The study and classification of these agents, and of the laws which govern their action in the manifestation of the condition of the soul, is the philosophy of expression. The system formulated by the great Delsarte of Paris is taught, with the more recent discoveries made by the president. The president has discovered in his study of ancient art the principles which underlie the development of all art and applied them to oratory.

DRAMATIC READING AND RECITATION.

A drama is a poem or composition representing a picture of human life. The reader, not less than the writer, must study the laws of human nature; he must also know and make his own, by practice, all the fundamental signs of character. This is the practical application of the philosophy of expression.

GESTURE.

Gesture is the expression of the emotions by means of the muscles. Form interprets function. Therefore every vital organic substance is recognized by the form it takes.

Whatever is true of physiology is correspondingly true of psychology. The soul causes the body, through its parts, to assume such forms and movements as reveal its emotions. The physiology of gesture is this: every thought and emotion of the soul causes certain vibrations of the brain, which are communicated by nerve fibres to nerve centres, and by them reflected through other nerve fibres to the muscles, causing these to produce such attitudes and movements of the head, torso, and limbs as to picture to the consciousness of the beholder what is transpiring in the soul of the speaker or actor. The nerve centres need educating or they act meagrely, and frequently cause the person to make such gestures as contradict his words and emotions. Many are afraid, and justly, of becoming mechanical if they study gesture. In the system taught in this college the nerve centres and muscles are educated to freedom and responsiveness, and the pupil required to be true to his own individuality and emotions. Delsarte has given most valuable criterions of gesture. The president has been a disciple of the Delsarte Philosophy of Expression for more than twenty years, and has discovered a method by which the nerve centres and muscles can be so educated that all the Delsarte criterions of gesture are fulfilled naturally, not

mechanically. A gesture the soul does not impel is mechanical, and a mechanical gesture is infinitely worse than no gesture, as it puts a formal and constrained manner in the place of a free and natural one. By the practice of this system all the parts develop the power of acting in unity, the muscles become free and elastic, the nerves healthy, strong, and responsive, and the person is freed not only from his own inertness, but also from all slavishness to rules of elocution and gesture.

DRAMATIC ACTION.

This requires a rare cultivation of all the agents of expression. 1st, each agent requiring separate and special training; 2d, a harmonious, spontaneous, and unified cultivation of all the agents taken together and moved by one impulse.

AESTHETIC CULTURE.

"Eloquence must be attractive or it is none."
— *Ralph Waldo Emerson.*

This study includes the science of the beautiful in nature and art, and the philosophy of taste, and their application to habitual manners and the arts of expression. The points to be studied and applied are: 1st, the *Significance* of lines and their gradations and suggestive vanishing and blending with the universal in voice and gesture. 2d, *Unity*, the whole expressed in the parts. This includes: *a*, classified variety; *b*, the harmony and force that result from the perfect unity of all the elements and agents of expression. 3d, *Repose.* This is "the unfailing test of beauty, whether of matter or motion. Nothing can be ignoble that possesses it; nothing right that has it not; and in strict proportion to its appearance in the work is the majesty of mind to be inferred in the artificer" or orator. 4th, *Symmetry and proportion.* "Symmetry is the opposition of equal quantities to each other. Proportion is the connection of equal quantities with each other." These principles are applied to the study and expression of literature.

5th, *Purity*. Purity of style in composition and delivery is energy impelled by fixed purpose and directed by intelligence. 6th, *Moderation* or *Temperance*. Temperance is great activity controlled by self-imposed restraint; hence freedom in obedience to law. This in oratory is the "bond of perfectness."

ART CRITICISM.

Art criticism, including all the fundamental laws of art and their special application to statuary, the model being the Greek, is used to illustrate and enforce the principles of æsthetics. The knowledge of these principles, or rather laws, enables the student to criticise his own bearing, attitude, and movements, and also to criticise all modern art, whether of sculpture, painting, music, architecture or oratory.

RECITALS.

Recitals are held regularly every Friday before the school. Members of the senior class have the privilege of using the large hall, free of charge, for a public recital before graduation.

English Literature and Rhetoric.

The orator, actor, and reader must be familiar with classic literature, or all his teachings and practice will be in vain. Prof. William J. Rolfe, A. M., lectures on Shakespeare and the English classics. Prof. Rolfe is so widely known, both in this country and in Europe, as a Shakespearian scholar and editor, that further mention of him is unnecessary. Class instruction in this department will be given by Prof. Walter B. Tripp, O. M.

This course will include a systematic study of the history of the English language and literature. The thought, as well as the peculiar style of each author, will be studied.

The growth of literature from Chaucer to Browning, the leading influences of each period, and the relation of era to era, will receive special attention. The work of the great orators is analyzed in its twofold relation as literature and oratory. The third year is devoted to the study of the great orators of England and America, for the purpose of interpreting their work.

Fluency and potency of expression are essential to the speaker and teacher. Attention is accordingly given to the consideration of the laws of form and thought, which

underlie effective expression. Practical work in original composition accompanies this study of principles. The aim is to give the student a command of correct, elegant, and forcible language.

Non-members of the school wishing to join any of these classes can do so by making arrangements with the president.

NORMAL DEPARTMENT.

In this department each senior is required to conduct the class, giving instruction in Physical and Voice Culture, Gesture Drill, and the Sixteen Steps in the Evolution of Rendering, as frequently as the size of the class will permit.

Each of these exercises is subjected to criticism by Dr. Emerson, and suggestions are made for the pupil's further development in teaching.

This work extends through the entire senior year.

CLASS TEACHING.

While in music and many other studies private teaching obtains the best results, in the study of oratory many years of experience has taught us that much better and more rapid results are obtained in the work of the college than in private instruction. Oratory is essentially a social matter, and can never be acquired in solitude.

INDIVIDUAL ATTENTION.

All have the benefit of what each is doing, and in many exercises all can engage at the same time; still each pupil has, in addition to what he obtains in common with all, *special and personal teaching;* hence, each and every student has all the advantages of both class and private instruction. All have the daily attention of the president and assistant teachers.

DIPLOMAS AND DEGREES.

Students who pass satisfactory examinations during the two years' course in Elocution, Oratory, and Dramatic Art will receive the Diploma of Graduation.

The degree of Bachelor of Oratory will be conferred at the expiration of the third year of study on those who complete the course in Elocution, Oratory, and Dramatic Art, and the three years' course in English, English Literature, and vocal Physiology, and deposit theses satisfactory to the instructors in each department.

The degree of Master of Arts will be given Bachelors of Art at the completion of the two years' course.

Bachelors of Oratory will receive the degree of Master of Oratory at the expiration of four years' study in the college, at the option of the board of trustees, or Master of Arts at the expiration of five years' study in the college, provided they pass satisfactory examinations and deposit the necessary theses for the Master's degree.

Requirements for Entrance.

An iron-clad standard for entrance has not been deemed necessary. Those entering the degree course may be required to pass an examination. The broader the knowledge and cultivation brought to the work the more the student gains from it.

Location.

The college is located at the corner of Tremont and Berkeley Streets, Boston, Mass. It is easily accessible from all railroads leading into the city, and being in the residence portion of the city, is most favorably situated for those desiring boarding places in the immediate vicinity of the college.

AUXILIARIES.

All the great artists of America, and those who visit this country from Europe, are every winter to be seen and heard in this city. Lectures from the greatest orators, philosophers, and scientists are accessible to all.

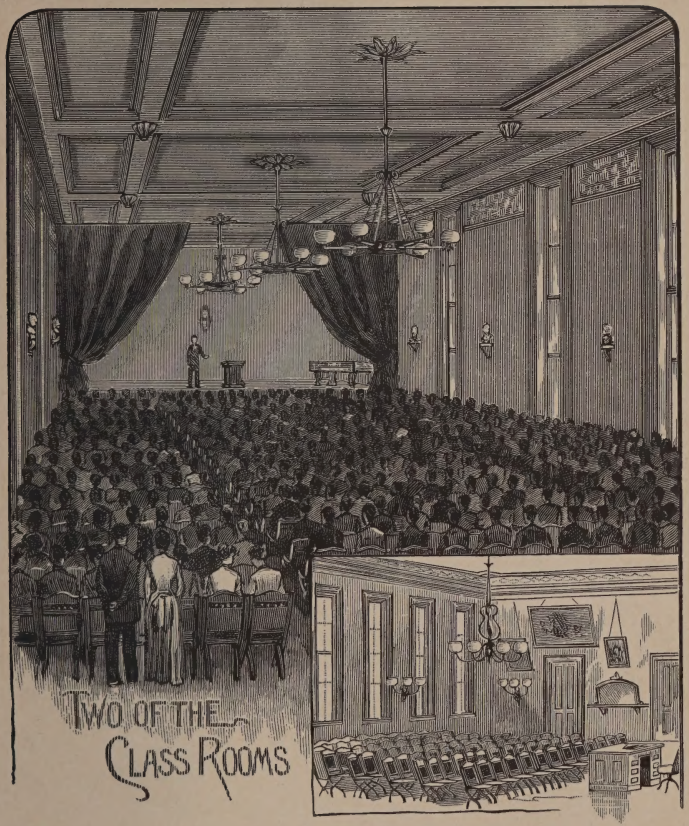
LIBRARIES, ETC.

The students have access, free of charge, to the Boston Public Library, containing 300,000 volumes and 100,000 pamphlets. On certain days of each week the Boston Art Museum is free. This contains a large number of rare and beautiful works of art by the great masters of sculpture and painting, and has a department of archæology and antiquities which has but few equals.

COST OF INSTRUCTION.

The scholastic year is divided into three terms :

For each term of attendance	$45.00
For two days per week, each term . . .	20.00
For pupils on Saturdays only, each term . .	15.00
Course of private lessons	50.00
Graduation and diploma fee	5.00
For Summer Session of three weeks . .	15.00



TWO OF THE CLASS ROOMS

For pupils on Saturdays only, $15 per term, or $35 for the scholastic year, if paid in advance.

Tuition must be paid in advance.

To non-members of the college, tickets to full course of lectures, $15; single lecture, $1.

There are no fees but those mentioned in "Cost of Instruction." The student, by paying the regular tuition, viz.: forty-five dollars a term, during two school years, is allowed, by passing examination in each branch, to graduate from the following departments:

ELOCUTION,
ORATORY,
DRAMATIC ART AND ACTION,
RHETORIC,
ENGLISH LITERATURE,
THE NORMAL DEPARTMENT OF ORATORY,
THE NORMAL SINGING DEPARTMENT,
VOCAL PHYSIOLOGY.

It is no wonder that the graduates of this college are occupying the best positions in the schools of the country, when we take into consideration that they are qualified to teach the four most popular branches in the world, viz.:

ORATORY,
RHETORIC,
ENGLISH LITERATURE,
SINGING.

COST OF LIVING.

Board and room can be obtained for from four to eight dollars per week. Any one desiring aid will receive assistance in securing a good temporary home,

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Calendar for 1892-93.

First term opens Oct. 18, closes Dec. 17, 1892.

Second term opens Jan. 3, 1893, closes Feb. 25, 1893.

Third term opens March 14, closes May 9, 1893.

Summer Session opens July 11, 1892, closes July 29, 1892.

The college opens each morning during five days of every week in the scholastic year, at 9 A.M., and closes at 1 P.M. The work on *Saturday* morning, while constituting a most important part of the regular course of the college, is so arranged that it is of special value to clergymen, teachers and pupils from the public schools.

POSITIONS OBTAINED.

Managers of lyceums, concerts and lectures may secure the services of readers on application to the President or Secretary.

Managers of institutions desiring teachers are requested to open correspondence with the President or Secretary. During the year 1891 the graduates of this college have been appointed to chairs of Elocution and Oratory in eight colleges, eight seminaries, two State Normal schools, four public schools, and several private institutions.

Graduates are requested to inform the Secretary at once of any change of address.

For circular, or further information, address

HENRY LAWRENCE SOUTHWICK, A. M., *Sec'y.*

STUDENTS.

POST GRADUATES.

Blalock, Anne	Barnesville, Ga.
Blood, Hattie M.	Hollis, N. H.
Dill, Lina E.	Boston, Mass.
Dow, Mart	Boston, Mass.
Dunklee, Grace E.	Melrose, Mass.
Emmons, Frederick A.	East Canaan, Conn.
Flynt, Lucy S.	Boston, Mass.
Gunnison, Gertrude M.	Roxbury, Mass.
Hamilton, S. Alice	Medford, Mass.
Hansen, Ellen	Newtonville, Mass.
Hastings, Henry W.	Berlin, Mass.
Heyworth, Edith E.	Olneyville, R. I.
Hill, Florence	Cambridgeport, Mass.
Holt, Nellie May	Lexington, Mass.
Hussey, Mary L.	Salem, Mass.
Johnson, M. Florence	Milford, Mass.
Kelley, Lilla E.	South Boston, Mass.
King, Julia T.	Denver, Colo.
Littlefield, Nettie E.	Somerville, Mass.
Lockrow, Daisy E.	Meriden, Conn.
Lyman, Lizzie D.	Willimantic, Conn.
Mayhew, Della	Boston, Mass.
Minot, Clara M.	Roxbury, Mass.
Morse, Mrs. Geo. N.	Boston, Mass.

Motsch, Mathilde	Boston, Mass.
Nason, Parker	West Newbury, Mass.
Newton, Belle	Boston, Mass.
Nichols, Cora D.	Hope Valley, R. I.
Ober, Clara D.	Boston, Mass.
Paige, Caroline M.	Springfield, Mass.
Piper, Carolyn K.	Boston, Mass.
Phoenix, Lydia E.	Troy, Pa.
Pratt, Bessie L.	Quincy, Mass.
Purman, Lola	Roxbury, Mass.
Rowe, Susan F.	Boston, Mass.
Seymour, Florine I.	Boston, Mass.
Scott, Maude A.	Cambridgeport, Mass.
Terwilliger, Jessica F.	Oneonta, N. Y.
Wingate, Grace A.	Bangor, Maine.
Wilde, Lida J.	Somerville, Mass.

SENIOR CLASS.

Acken, Eva A.	Metuchen, N. J.
Aiken, Eva E.	Ellsworth, Me.
Atkins, Mattie Josephine	Denver, Colo.
Bennett, Nelle	Charlestown, Mass.
Bickford, Gertrude M.	Woburn, Mass.
Burley, Alice	North Epping, N. H.
Burnett, Elvie Everett	Millis, Mass.
Burr, Arthur H.	South Sudbury, Mass.
Butler, Ella T.	East Greenwich, R. I.
Campbell, Mary G.	Oakland, Cal.
Carleton, Helen S.	Boston, Mass.
Choate, Helen Merrill	Manchester, N. H.
Clifford, Flora H.	West Somerville, Mass.
Colbath, Daniel Webster	Jamaica Plain, Mass.
Cousins, Elvira L.	Chelsea, Mass.

Coates, Ada M.	Brooklyn Village, O.
Emmons, Mary J.	East Canaan, Conn.
Falk, Fannie Fern	New Haven, Conn.
Fall, Mae D.	China, Me.
Farrington, Isabel H.	East Milton, Mass.
Fleming, Florence E.	Cambridge, Mass.
Flitner, May E.	West Somerville, Mass.
Ford, Mrs. A. H.	West Newton, Mass.
Friedhold, Stella E.	St. Louis, Mo.
Gelbart, Hallie F.	Meriden, Conn.
Harper, Cecil	Boston, Mass.
Hasie, George Edmund, L. L. B.	Arkansas City, Kan.
Hatch, Martha A.	Dorset, Vt.
Holzner, Eva J.	North Attleboro, Mass.
Hovey, Annette E.	Boston, Mass.
Howe, T. Lillian	Enfield, Mass.
Husted, Edith Maud	Buffalo, N. Y.
Jefferis, Sarah W.	Chester, Penn.
Johnson, Mary	Waltham, Mass.
Jones, Clara	Wolfboro, N. H.
Jones, Grace Safford	Boston, Mass.
Karnan, Ida White	Cambridgeport, Mass.
Lewis, Hattie S.	East Falmouth, Mass.
Low, Elvy P.	Brookline, Mass.
McBride, E. Hilda	McKeesport, Pa.
McCormick, Sarah Jane	Danvers, Mass.
Moore, Alice L.	Buffalo, N. Y.
Morse, Hattie Charline	Brookline, Mass.
Neilson, T. H.	Boston, Mass.
Newton, Nellie Harriet	West Rutland, Vt.
Nichols, Adeline A.	Malden, Mass.
Nichols, Edith Lulette	Medford, Mass.
Northrop, Cora E.	Hemlock Lake, N. Y.
Ormsby, Jennie Ray	Bluffton, Ind.
Plummer, Clare Louise	Boston, Mass.
Plummer, May L.	Medway, Mass.

Powars, Gertrude E.	Dorchester, Mass.
Ramsdell, Edith E.	Woburn, Mass.
Raymond, Glenn	Oneonta, N. Y.
Reeder, John W.	Penfield, O.
Reynolds, May E.	West Haven, Conn.
Roberts, Jesse M., A. B.	Winterville, O.
Robinson, Mary L.	Lowell, Mass.
Rogers, Catherine E.	Danvers, Mass.
Russell, Pauline A.	Highlandville, Mass.
Safford, Agnes Mabelle	Woodfords, Me.
Safford, Clara L.	Oakland, Cal.
Shanks, Margaret E.	Canton, O.
Shepard, Jessie L.	Westminster, Mass.
Shepard, Mabel	Vineland, N. J.
Stanton, Jennie B.	Westerly, R. I.
Swift, Frances G.	Falmouth, Mass.
Taylor, Millie W.	South Boston, Mass.
Thompson, Corinne H.	Lynn, Mass.
Titcomb, Mabelle Louise	Newburyport, Mass.
Tooker, Annie C.	Boston, Mass.
Towle, Mabel L.	Roxbury, Mass.
Trapp, Harriet J.	West Chester, Pa.
Upham, Eugenie D.	Melrose, Mass.
Vivrette, Maude	Green Hill, Tenn.
Walrath, Lillian,	Oneida, N. Y.
Wallis, Charles J.	Somerville, Mass.
Weeks, Sara M.	St. Albans, Vt.
Wetherbee, Maud Louise	Boston, Mass.
Wiggin, Lizzie May	Haverhill, Mass.
Wilkins, Ellen Bacon	Waltham, Mass.
Woodbury, Nellie Louise	Anoka, Minn.

JUNIOR CLASS.

Abbey, Lotta Pauline	Utica, N. Y.
Adams, Elizabeth E.	Hingham, Mass.
Adams, Martha G.	West Rumney, N. H.
Anderson, Annie M.	Stoneham, Mass.
Alden, Clara E.	Boston, Mass.
Allen, Sadie E.	Leominster, Mass.
Armstrong, Rev. T. L.	Strathroy, Ont.
Atwater, William E.	Westfield, Mass.
Atwood, Mabel Florence	East Whitman, Mass.
Barnard, Lucie	Boston, Mass.
Bartlett, Jenny Neally	Somerville, Mass.
Beatty, Ella Faber	West Chester, Pa.
Beebe, Gertrude	Hyde Park, Mass.
Bell, Frances M.	South Boston, Mass.
Bell, Leon Edwin, A. B., A. M.	Chicago, Ill.
Bissell, Josiah H., A. B., A. M.	Chicago, Ill.
Blanchard, Chas. C.	Waterville, Me.
Bliss, Ella Frances	Providence, R. I.
Brightman, Addie Randall	Vassalboro, Mass.
Brockway, Rosamond A.	Boston, Mass.
Brokenshire, John Jay	Kingston, Ont.
Brooks, Alida Waite	Montgomery, N. Y.
Brown, Nellie	Delaware, Ohio.
Bullock, Carrie Louise	Somerville, Mass.
Burnham, Arthur C.	St. John, N. B.
Burnham, Ida F.	Boston, Mass.
Burgess, Clinton B.	Boston, Mass.
Burk, Mary Elizabeth	New Haven, Conn.
Burt, Marie	Cambridge, Ohio.
Canney, Mary Teresa	Fall River, Mass.
Canney, Minnie	Portsmouth, N. H.
Capron, Anna L.	Uxbridge, Mass.

Carey, Laura M.	Vineland, N. J.
Carlton, Jennie Pearl	West Newbury, Mass.
Catt, Carrie L. C., B. S.	Seattle, Wash.
Chase, Carrie Dana	Portland, Me.
Chase, Hattie Louise, B.A.	Watertown, Mass.
Chase, William E.	Newburyport, Mass.
Chisum, Lilla	Lyons, Kansas.
Clark, Lillian A.	Winter Hill, Mass.
Colby, Gerta Mignon	Somerville, Mass.
Collins, Mary W.	Dudley, Mass.
Conant, Albert J.	Brookline, Mass.
Cone, Mary Bolles	East Hampton, Conn.
Cooke, Nellie S.	Decatur, Ill.
Courtney, Anna Rachel	Iowa Falls, Iowa.
Cox, Edwin Eugene, B. S.	Wyoming, Ill.
Crane, E. Gardner	Sea View, Mass.
Crocker, Adelaide M.	Rockland, Me.
Curry, Thomas Albert	Hartford, Conn.
Curtis, Mabelle	Hillsboro, N. H.
Davis, Gertrude C.	Cambridgeport, Mass.
Dawson, Grafelia M.	Boston, Mass.
Delano, Frances Jackson	Fair Haven, Mass.
De Vol, Alice White, B. A.	Cincinnati, Ohio.
Dexter, Mabel M.	Boston, Mass.
Dillingham, Fannie Bent	Auburndale, Mass.
Drake, Maude Lillian	Ellsworth, Me.
Downs, Katherine Agnes	Boston, Mass.
Dunn, Mabel F.	Brookline, Mass.
Eaton, S. Homer	Grand Rapids, Mich.
Eddy, Mary Lewis	Dorchester, Mass.
Ernest, Cora A., B. M.	Boston, Mass.
Esterly, Ola	Columbiana, Ohio.
Evans, Mary E.	Watertown, Mass.
Fairbanks, Sarah H.	Brockton, Mass.
Finney, Venie B.	Brookline, Mass.
Fitch, Elizabeth W.	Fair Haven, Mass.

Freeman, Edith Estella	Lansing, Mich.
Frisbee, Mary Phillips	Lewiston, Me.
Frost, Elizabeth M.	Portland, Me.
Gardner, Eleanor M.	Boston, Mass.
Gatchell, Maud L.	Chelsea, Mass.
Gaylord, Joseph S., A. B., A. M.	Plymouth, Ill.
Gibbs, Emma Drucilla	Orange, Mass.
Gibson, Frederick L.	Ryegate, Vt.
Ginn, Mary	Boston, Mass.
Goldsmith, Mary A.	Pan Yan, N. Y.
Gott, Geo. W.	Boston, Mass.
Gould, Ethelynd	West Randolph, Vt.
Graham, M. Emma	Baldwinville, Mass.
Greely, Mary Ann	Ellsworth, Me.
Green, Mabel Nellie	Cambridge, Mass.
Gregory, Clara W.	Boston, Mass.
Grilley, Chas. T.	Waterbury, Conn.
Gulick, Lizzie A.	Toms River, N. J.
Hackett, Sadie A.	Cambridgeport, Mass.
Hardy, Grace Maud	Somerville, Mass.
Hardy, Angie Bertha	Somerville, Mass.
Harris, Albert Mason	Hartford, Conn.
Heacock, Abby G.	Buffalo, N. Y.
Hill, Estella	Evansville, Ind.
Hoadley, Frances Clark	Dorchester, Mass.
Holt, Ruth Baldwin	Waverly, Mass.
Hornick, Ethel A.	Oakland, Cal.
Horsley, M. Maud	Roxbury, Mass.
Humphrey, Albert S.	Galesburg, Ill.
Ingraham, Irving	Bristol, Conn.
Jellison, Annie M.	Boston, Mass.
Johnson, Marienne W.	Chicago, Ill.
Johnson, Amy Marie	Ipswich, Mass.
Johnson, Emma Fales	Orange, Mass.
Jones, Gertrude S.	Leominster, Mass.
Jordan, Sarah A.	Newton L. Falls, Mass.

Kelley, Abbie H.	Salem, Ohio.
Kemp, Sarah C.	White Rock, Me.
Kendall, Ina C.	Cambridgeport, Mass.
Kessler, Frances Ruth	Brandt, Penn.
Kimball, Edith	Newtonville, Mass.
Kimball, Gertrude M.	Boston, Mass.
Kingsley, Lettie Mabel	Brockton, Mass.
Knapp, Marion R.	Somerville, Mass.
Knox, Elizabeth F.	Brewster, N. Y.
Kline, Blanche H. V.	Denver, Colo.
Lake, Marion	Oconomowoe, Wis.
Lakin, Geo. W.	Somerville, Mass.
Lang, Anna Rebecca	South Lee, N. H.
Lamkin, Grace Mae	Dorchester, Mass.
Learoyd, Adaline K.	Saugus, Mass.
Lee, Ida Chase	Dorchester, Mass.
Lick, Emily	Oshawa, Ont.
Lindsey, Alton C., A. B.	Cambridgeboro, Pa.
Lockwood, Grace A.	West Seneca, N. Y.
Low, Lida J.	Charlestown, Mass.
Love, Jenny C.	Port Murray, N. J.
Lovejoy, Maud Taylor	Buffalo, N. Y.
Lovejoy, Carrie M.	Allston, Mass.
MacCall, Christina J.	Geneseo, N. Y.
McDuffee, Cora Emeline	Keene, N. H.
McEbright, Canita	Akron, Ohio.
McKellar, Helen L.	Toronto, Ont.
MacMillan, Isabel	Summerside, P. E. I.
Mallory, Rose	Wellington, Ohio.
Mallory, Edward D.	Roxbury, Mass.
Marsh, C. S., M. D.	Newport, Me.
Martin, Blanche C.	Waltham, Mass.
Masson, Maude E.	Oshawa, Ont.
Milliken, Alice M.	Portland, Me.
Mills, Anna D.	Milford, N. H.
Morgan, Marion E.	Auburndale, Mass.

Morgan, Minnie L.	Oxford, Pa.
Morrison, Ida G.	Franklin Falls, N. H.
Newton, Clara Drysedale	South Pasadena, Cal.
Newton, May Titus	South Pasadena, Cal.
Nicholson, Carrie Eliza	Baltimore, Md.
Noone, Mary Elmira	Phoenicia, N. Y.
Ogden, Florence	Boston, Mass.
Olmstead, Jeptha M.	Boston, Mass.
Osgood, Nelly Sawyer	Gardner, Mass.
Palmer, Almond E.	Grinnell, Iowa.
Palmer, Alice Loretto	Roxbury, Mass.
Parker, Emily L.	North Gorham, Me.
Parker, Edward J.	Quincy, Mass.
Paul, Harriet M.	West Falls, N. Y.
Pease, Mabel C.	Old Town, Me.
Perry, Helen	Roxbury, Mass.
Perry, Mrs. Frank L.	North Woburn, Mass.
Pierce, Alice Ruth	Greenfield, Mass.
Pinney, Lucy D.	North Bloomfield, Ohio.
Powers, Millie S.	Brockton, Mass.
Powers, Margaret M.	Holyoke, Mass.
Poole, Grace Linwood	Rockland, Mass.
Proctor, Mary E.	Wilton, N. H.
Puffer, Mabel Emeline	Ayer, Mass.
Pugh, Genevieve	Wellesley, Mass.
Rainey, Ada E.	Lake Forrest, Ill.
Reed, Alice Thaxter	Newton Centre, Mass.
Rice, C. Blanche	Newton, Mass.
Robinson, Gertrude Abbey	Portland, Me.
Robinson, Emily	Malden, Mass.
Roes, Addie Estelle	Bridgton, Me.
Russell, Maud	Oakland, Cal.
Sanford, Rev. Frank D.	Worcester, Mass.
Sawyer, Alice Caroline	Winchester, Mass.
Sawyer, Mary Gertrude	Brighton, Mass.
Shapleigh, Bertram Lincoln	West Medford, Mass.

Sherman, Mary L.	West Somerville, Mass.
Sibley, Clover L.	Boston, Mass.
Skinner, Mabelle	West Somerville, Mass.
Smith, W. Franklin, B. D.	Galesburg, Ill.
Snow, Mabel C.	Hyde Park, Mass.
Sprague, Edna May	Orchard Park, N. Y.
Stambaugh, Mary E.	Sharon, Pa.
Stickney, Julia Noyes	Boston, Mass.
Stickney, Fred William	Boston, Mass.
Strout, Arthur Lewis	N. Parsonsfield, Me.
Sturgis, Nina L.	Bluffton, Ind.
Sullivan, Eleanor L.	Boston, Mass.
Sutton, Rev. Silas Wright	Boston, Mass.
Taylor, Mrs. B. F.	Cleveland, Ohio.
Taylor, Frances H. H.	Cleveland, Ohio.
Tebbetts, Ruth Curtis	West Newton, Mass.
Temple, Mary Isabelle	Neponset, Mass.
Teskey, Sara S.	Welland, Ont.
Torrey, Rev. Daniel Temple	Dorchester, Mass.
Townley, Hortense Adelia	Canandaigua, N. Y.
Tracy, Geo. Everett	Hartford, Conn.
Upham, Anna Corey	West Newton, Mass.
Upham, Albert D.	West Newton, Mass.
Upham, Mary Chenis	West Newton, Mass.
Walker, Daisy Beatrice	Boston, Mass.
Walker, Susan May	Fryeburg, Me.
Waldron, Caroline A.	Boston, Mass.
Wall, Kittie C.	City Mills, Mass.
Warren, Alan I.	Wheeling, W. Va.
Weeks, John Burgess	Boston, Mass.
Wellington, Everetta K.	Wellington, Mass.
Wheeler, Amy M.	Brockton, Mass.
Whitmore, Edith M.	Lynn, Mass.
Whitcomb, Vesta L.	Worcester, Mass.
Whitcomb, Mittie Ethel	Boston, Mass.
Williams, Grace Wilder	Waltham, Mass.

Williams, Eloise H.	Chelsea, Mass.
Wilmot, Lillian Susan	Boston, Mass.
Wood, Lucy May	Haverstraw, N. Y.
Wood, Edwin L., M. D.	Dansville, N. Y.
Woodruff, Florence Gilbert	Winsted, Conn.
Worcester, Waldo T.	Lowell, Mass.
Woodside, Winnifred J.	Lewiston, Me.
Woolson, Clara B.	Roxbury, Mass.

SATURDAY CLASS.

Abbott, Eva Jane	Cambridge, Mass.
Adams, May E.	Winthrop, Mass.
Allen, Stella C.	Providence, R. I.
Austin, Mabel R.	Boston, Mass.
Banks, Maude E.	Waltham, Mass.
Bass, Elizabeth	Hyde Park.
Bigelow, Mrs. C. C.	Billerica, Mass.
Bird, Elizabeth H.	Boston, Mass.
Chase, Carrie M.	West Dennis, Mass.
Crosby, Joseph H.	Middleboro, Mass.
Curtis, Ella A.	Newton U. Falls, Mass.
Damon, Hattie F.	Reading, Mass.
Doherty, Helen	Dorchester, Mass.
Draper, Inez E.	Brockton, Mass.
Emerson, Alice W.	Boston, Mass.
Ferdinand, Eliza P.	Fitchburg, Mass.
Fisher, Florence E.	Roxbury, Mass.
Foster, Augustine N.	Meriden, Conn.
Green, Mattie H.	Boston Highl'ds, Mass.
Hathaway, Evangeline	Hanover, Mass.
Haines, Lora M.	Cambridge, Ohio.
Higgins, Louise	Chesterfield, Mass.
Holden, Rev. F. A.	West Peabody, Mass.

Hunt, Mary B.	Brockton, Mass.
Kelly, Annie M.	Hopkinton, Mass.
King, Rev. Harry B.	Lynn, Mass.
Lamprell, Sara F.	Malden, Mass.
Lester, Elizabeth A.	Highlandville, Mass.
Livers, Lottie E.	Boston, Mass.
Lyons, Sarah A.	Dedham, Mass.
Larder, Annie	Boston, Mass.
Lovejoy, Luther E.	Boston, Mass.
Marsh, E. Edward	Schuyler Falls, N. Y.
Morey, C. F.	Billerica, Mass.
Murch, Marietta S.	Somerville, Mass.
Prescott, Rev. E. J.	Littleton, Mass.
Price, Mrs. M. A.	Boston, Mass.
Price, Arthur B.	Boston, Mass.
Ray, George H.	Richmond, Va.
Redpath, Austin W.	Newtonville, Mass.
Read, Gracia E.	Sharon, Mass.
Rosecrans, C. E.	Boston, Mass.
Seaver, Annie W.	Waltham, Mass.
Shapleigh, Emma E.	Dorchester, Mass.
Sides, Alice M.	Portsmouth, N. H.
Tracey, Elizabeth G.	Walnut Hill, Mass.
Thayer, Herbert	Franklin, Mass.
Wentworth, Minna L.	Somerville, Mass.
Wingate, Harry C.	Cambridge, Mass.

SPECIAL STUDENTS.

Allston, Allie M.	Butte City, Mont.
Balcom, Sarah A.	Assonet, Mass.
Compton, Harry	Coquinto, Chili.
Cormack, Miss L.	Boston, Mass.
Drew, Amelia L.	Boston, Mass.
Davis, Nellie M.	Aux Vasse, Mo.
Gaffney, Mrs. E. F.	Lawrence, Mass.
Henay, Frances A.	Boston, Mass.
Hoaglin, Sue D.	Holton, Kan.
Hooper, Alice	Montville, Conn.
Houghton, Mary W.	Boston, Mass.
Howard, Mary H.	Watertown, Mass.
Kidder, Annie W.	Jamaica Plain, Mass.
Mann, Belle.	Buffalo, N. Y.
Miller, L. Jennie	Boston, Mass.
Nelson, Annie	Glens Falls, N. Y.
Norwood, Grace A.	Ipswich, Mass.
Oliver, Katherine E.	Toulon, Ill.
Phelps, Pauline A.	Hartford, Conn
Reed, Eleanor M.	Boston, Mass.
Saunders, Agnes C.	Waltham, Mass.
Stewart, Bess	Allegheny, Pa.

SUMMER SESSION.

Baker, Mabel L.	Hyannis, Mass.
Barrett, Alice M.	Germantown, Pa.
Bauer, Leonard E.	Baltimore, Md.
Beutchner, Sarah F.	Charleston, S. C.
Brandon, John H.	Oneonto, N. Y.
Briggs, Florence E.	Germantown, Pa.
Brown, Bessie C.	Providence, R. I.
Buss, Harriette M.	Raleigh, N. C.
Carpenter, Clara A.	Abbotts Run, R. I.
Cassatt, Bitha	Pennington, N. J.
Chandler, Imogene	Philadelphia, Pa.
Chase, Carrie May	West Dennis, Mass.
Chase, Hattie Louise	Watertown, Mass.
Chase, Wm. E.	Newburyport, Mass.
Church, Walter L.	Winchester, Mass.
Clemens, Mary H.	Oak Park, Ill.
Curtiss, Julia E.	Cedar Falls, Iowa.
Derbishire, Catherine E.	Sleepy Hollow, P. Q.
Dickson, Charlotte D.	Baltimore, Md.
Dutchess, Edward H.	East Orange, N. J.
Eacker, Helen N.	Delphos, Kan.
Emerson, Florence G.	Brooklyn, N. Y.
Fisher, Lila Capen	Westford, Mass.
Fitz, Sallie G.	Philadelphia, Pa.
Flaherty, Ed. H.	Nashua, N. H.
Franz, Emma E.	Baltimore, Md.
Fraser, R. Elizabeth	Baltimore, Md.
Gibbons, Lister	Buffalo, N. Y.

Gilbert, Beulah	Baltimore, Md.
Goodale, Florence E.	Gardner, Mass.
Greene, Clara W.	Newark, N. J.
Jenkins, Mrs. F. D.	Worcester, Mass.
Johnson, Geo. Ellsworth	Springfield, Vt.
Hamilton, S. Alice	Medford, Mass.
Hood, W. Lenoir	Cottage City, Mass.
Kendall, Flora Elvira	No. Leominster, Mass.
Kelley, Abby H.	Salem, Ohio.
Kidder, Annie W., M. D.,	Jamaica Plain, Mass.
Kidder, Benj. F.	New York, N. Y.
Kidder, Chas. N.	Boston, Mass,
Kingsley, Fannie R.	Rutland, Vt.
Klein, Margaret A.	Walterboro, S. C.
Klein, Rebe	Binghampton, N. Y.
Landers, L. Jean	Margaretsville, N. S.
Lawrence, E.	South Gardner, Me.
Lumpkin, W. W.	Atlanta, Ga.
McDougal, Anna G.	Chillicothe, Ohio.
McElligott, Margaret T.	Moorhead, Minn.
McNicholl, Arthur	Westville, Conn.
Marsland, Cora	Emporia, Kan.
Mason, Lizzie	Orange, Mass.
Mayhew, Della	Boston, Mass.
Merritt, Harriet L.	Cottage City, Mass.
Merritt, Louise	New York, N. Y.
Merritt, Ida M.	New York, N. Y.
Messenger, F. E.	Burlington, Vt.
Metcalf, Fredric A.	West Newton, Mass.
Mooney, Margaret S.	Albany, N. Y.
Moore, Henrietta	Detroit, Mich.
Morgan, I. A.	East Providence, R. I.
Morrison, Lizzie	Burlington, Vt.
Miller, Helen A.	Brooklyn, N. Y.
Neilson, T. H.	Boston, Mass.
Ogden, Florence,	Boston, Mass.

Olmstead, Mary	Newark, N. J.
Packard, Mary W.	Boston, Mass.
Perry, Sadie T.	Scotland Neck, N. C.
Prouty, Mrs. Charles N.	Spencer, Mass.
Rainey, Mrs. W. G.	Lake Forest, Ill.
Rainey, Ada	Lake Forest, Ill.
Rossiter, M. L.	La Crosse, Wis.
Sage, Lillian Belle	Norwich, N. Y.
Sanborn, Helen M.	Dorchester, Mass.
Squire, Mary W.	Scranton, Pa.
Stebbins, Chrissy	Walton, N. Y.
Stevens, Nettie M.	Westford, Mass.
Swift, Mrs. E. M.	Jewett City, Conn.
Swift, Earl M.	Jewett City, Conn.
Talbot, Lucy B.	Sharpsburg, Ky.
Tarbell, Lizzie A.	Maynard, Mass.
Taylor, Mrs. B. F.	Cleveland, O.
Thompson, Emily	Toronto, Ont.
Tolles, Rachael E.	Attica, N. Y.
Tripp, Walter B.	Boston, Mass.
Walker, Theodore	Falmouth, Mass.
Ware, Mrs. O. O.	Wilmington, Vt.
Ware, Ellen L.	Wilmington, Vt.
Wentworth, Mattie	Waltham, Mass.
Whelden, Alice M.	Campello, Mass.
Wyman, Emma S.	Plattville, Wis.
Ziegler, Gottlieb D.	Apple Creek, Wis.

Total,—40 Post Graduates, 82 Seniors, 220 Juniors, 49 Saturday Pupils, 22 Special Students, 91 Summer Students. Grand Total, 504. No record whatever is kept of private pupils. Several hundred pupils have come under the instruction of the teachers of this institution during the past year, not including regular students of the college.

PHYSICAL CULTURE

BY

CHARLES WESLEY EMERSON, M.D., LL.D.

HOW TO ATTAIN

HEALTH, STRENGTH, GRACE, AND BEAUTY.

BODILY EDUCATION WITHOUT THE USE OF APPARATUS.
ÆSTHETIC AND PSYCHO-PHYSICAL CULTURE.

A complete and original System of Physical Culture explained and illustrated. Chapters upon Hygiene and a discussion of the Physiological and Psychological Laws to be obeyed in cultivating the body for its highest function — that of Interpreting the Soul.

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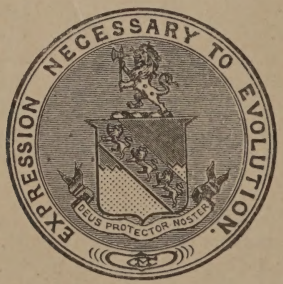

BOSTON:
EMERSON COLLEGE OF ORATORY,
TREMONT, COR. BERKELEY STS., BOSTON,
March, 1892.

PERSONAL TESTIMONIALS.

STATE NORMAL SCHOOL,
Westfield, Mass., Sept. 2, 1891.

The book recently written by C. Wesley Emerson, M. D., LL. D., upon Physical Culture, is a clear, sensible, and very graceful exposition of this important subject. It is at once the most instructive and the most charming book upon the subject which I have seen, and I doubt if the system of physical training practised by Dr. Emerson, and outlined in this book, can be surpassed in its adaption to promote health of body and grace of movement.

J. C. GREENOUGH,
Principal State Normal School, Westfield, Mass.

Worcester, Mass., Aug. 27, 1891.

The recent book entitled "Physical Culture" by C. Wesley Emerson, M. D., LL. D., outlines a unique and wholly unrivalled system of Physical Culture. I speak as one who for twenty years has faithfully examined and experimented in every best method of Gymnastics. The sum total of the combined excellence of all these falls far below this, which I have for two years studied and applied with extreme care and benefit. Emerson's System excels the Swedish Movement, in that it works from the spiritual and psychical standpoint, instead of the animal, making the body the unconstrained agent of the mind; and also in that, while Ling's method trains the body part by part, each movement of Emerson's includes the body as a whole, a unity of correlated parts.

It is an immeasurable improvement over Calisthenics, in that they, being rapid, exhaust, while these exercises, being very slow, rest and refresh the person. Exhaustion follows the work of ordinary Gymnastics; refreshment succeeds this. Those make muscle and exhaust nerve; these immensely increase nervous vigor, and so create strength and beauty. Those increase outside tissue; these

exercises do that and increase the power of the vital organs, and de velop the body from within outward.

I would gladly write a page of comparisons and contrasts, every word a demonstration of the indisputable superiority of Emerson's over all other forms of Physical Training. It creates a new era. The invalid will be able to obey its demands, and thereby return to health. The healthy will maintain, by practising this system, increasing vigor, with added grace and beauty. I would have everybody read the book and then seek a living teacher trained by Dr. Emerson.

J. J. LANSING,
Pastor Salem Street Congregational Church.

COLUMBIA SCHOOL OF ORATORY,
24 E. Adams St., Chicago, Ill.

I cannot too highly recommend the new work on "Physical Culture," by C. W. Emerson, M. D., LL. D. I have, for some years, been familiar with the results produced by the practice of this system, and have never seen these results equalled. I heartily congratulate the public that these exercises and the principle underlying them are thus brought within the reach of every one.

MARY A. BLOOD, A. M.,
Principal Columbia School of Oratory.

Oberlin, O.

I have examined Dr. C. W. Emerson's "Treatise on Physical Culture." It is difficult to convey in print a clear and adequate system of training at once so scientific and artistic as this of Dr. Emerson's. The book succeeds, nevertheless, in giving a definite and lucid description of the exercises, with satisfactory explanations of both their hygienic and their æsthetic value. The illustrated plates add much to the practical value, as well as to the attractiveness of the book. The system of exercises presented has borne abundant fruit in health, grace and expressive bearing. Vigor and beauty are here successfully combined.

I think that all earnest teachers of expression, as well as those who train chiefly for health, will find this book of great assistance.

WM. B. CHAMBERLAIN.

BUCHTEL COLLEGE,
Akron, O., June 20, 1891.

The necessity for urging the claims of physical culture has passed. The only question now remaining is, "Which system is the best?" After an examination of the several systems now before the public — all of which have their points of excellence, I have no hesitation in pronouncing unqualifiedly in favor of that arranged and invented by President Emerson, of Boston, two features of which are especially deserving of mention: First, its simplicity, requiring neither apparatus nor any unusual costume, and second, its comprehensiveness, being adapted to the most delicate woman or child, as well as to the strongest man. I give the exercises daily in all my classes, and the results attained in health and grace are simply marvellous. It is not too much to say that Dr. Emerson has laid the race under obligation, not only for the system itself, but also for his masterly presentation of its underlying philosophy. His book — an *edition de luxe* — is a literary gem, and will be welcomed in the drawing-room as well as in the library.

CECIL HARPER,
Department of Oratory.

MARTHA'S VINEYARD, SUMMER INSTITUTE,
Cottage City, Mass., July 30, 1891.

DR. C. W. EMERSON.

MY DEAR SIR,— I have quite carefully examined your work on "Physical Culture," and desire to express my appreciation of it. The list of safe guides in the practice of this vital art is such that your admirable work should meet a most cordial welcome from teachers of schools and all persons of sedentary habits, as well as women of the shop, the mill, and the store, as the men of the counting-house, the bank, and the study. Success to the work!

Very truly yours,

E. S. KIRTLAND,
Superintendent of Schools, Holyoke, Mass.

Bloomington, Ind., Sept. 10, 1891.

C. W. EMERSON, M. D., *President of Emerson College of Oratory.*

DEAR SIR,— I have examined your book, "Physical Culture," with much interest, and am well pleased with it. It contains as clear and concise a statement of the important principles underlying physical training as I have ever seen. I am familiar with the exercises explained and illustrated in it, and know from my own observation and experience that they are thoroughly practical and much more valuable than their apparent simplicity would at first indicate. For the uniform development of health, strength, and beauty, and for the physical work essential to complete oratorial training, I regard your system as the best short series of exercises yet devised.

GEORGE W. SAUNDERSON,
American Professor of Rhetoric and Oratory, University of Indiana.

DREXEL INSTITUTE OF ART, SCIENCE, AND INDUSTRY,
President's Office, Philadelphia, Sept. 26, 1891.

DEAR DR. EMERSON,— It seems to me that the theory of training which your book sets forth is founded on correct principles. It is certainly a great advance upon the old mechanical systems, and cannot fail to do much good in promoting higher standards of bodily training, and creating a larger interest in that most important element of human culture, the art of expression.

Yours very truly, JAMES MACALISTER.

Buffalo, Oct. 5, 1891.

I take pleasure in saying that I am conversant with the aims and objects of the Emerson College of Oratory, as well as with their practices and methods of physical culture. These are most admirably grounded on sound physiological basis and doctrine, and are calculated to be of vast benefit. I would warmly commend them and unhesitatingly advise their wide adoption. Nothing so simple and effectual has ever before been taught.

ROSWELL PARK,
Professor of Surgery, University of Buffalo.

From Benjamin W. Readshaw, M. D., Buffalo, N. Y.

DR. CHAS. W. EMERSON, *Emerson College of Oratory, 36 Bromfield Street, Boston, Mass.*

DEAR SIR, — During the last two years, through indirect, yet potent influence, I have been in close and sympathetic touch with you and your noble work of "Physical Culture." In its highest, truest sense it aims to make the body a perfect instrument for the soul. It is rational, psychological and physiological.

For nearly twenty years I have been a member of gymnasiums in Chautauqua, San Francisco, and Buffalo, N. Y. I had studied carefully all accessible literature, descriptive and explanatory, of the Swedish (Ling), German, English (Oxford and Cambridge), and American eclectic systems; but I have seen either a disappointment in *permanency* of results or injurious effects rapidly supervening a training which developed large, heavy muscles on arms and legs at an expense of robbing the vital centres. I also noted in many cases in gymnasiums that the men with large muscles generally wore a wan, weary, half-starved facial expression; and, above all, what impressed me as being characteristic of the majority of our men in gymnasiums was an almost total absence of *bearing;* that certain, almost indefinable air, something more than mere erectness, which, in the absence of a better, and desired exact term, we call *air.*

Your conceptive ideal, so fully expressed in the physique of Prof. John Rummell, whom I had known so well before he entered your college, convinced me that such a physical metamorphose in so short a time, in his case, could only be the results of a system of physical culture having sterling merits, and good, rock-bottom common-sense back of it. I am very much pleased with your idea of the harmony that must exist in a healthy physical training, between the action of the spinal cord and nerves, and the pneumogastric and sympathetic nerves. A proper balance between the nerves of action, *i. e.*, waste, and the nerves of nutrition or supply.

Since I commenced the Emersonian system a year ago I have gained thirty-two pounds, not of superficial adipose, but of pure and healthy muscle.

BENJAMIN W. READSHAW.

CARLETON COLLEGE,
Northfield, Minn., Oct. 1, 1891.

C. W. EMERSON, M. D., LL.D., *President of the Emerson School of Oratory, Boston, Mass.*

DEAR SIR, — I have just completed the first reading of your book on "Physical Culture;" it has delighted me. Your methods seem to me to be consistent and scientific; your system, as a whole, impresses me as the most rational and thorough of any that I have examined. Unquestionably its general and practical adoption would rapidly increase the longevity, health, beauty, gracefulness, efficiency and happiness of mankind.

I shall take great pleasure not only in using but in recommending your work. Cordially yours,

L. B. SPERRY, M. D.,
Lecturer on Sanitary Science.

PRESS NOTICES.

From the Boston Herald, Friday Morning, June 19, 1891.

Dr. Charles W. Emerson, the president of the Emerson College of Oratory in this city, has formulated a system of oratorical instruction which has been wonderfully successful in its results. It is a system which combines common-sense with such physical training that results are sure to be reached that have permanent value. His book sets forth the principles of his system of physical culture very clearly. They have been worked out by a close observation of the laws of mind and body in their interaction.

The body must be educated with reference to the soul, and true physical culture ends in lifting the body up to become the instrument of the soul.

It is the only system of physical exercise with which we are acquainted that is thorough and satisfactory. The writer has devoted several months to the practice of Dr. Emerson's system, and has found it to be a method of physical culture which secures larger and more satisfactory results than can be obtained through other systems of gymnastic training. A great change has lately been wrought in physical education. Dr. Emerson has shown how physical training may be definitely applied to different parts of the body in the removal of physical disease and in the development of the vital organs, so that they perform their function with freedom and success. The latter part of his volume is devoted to suggestions for securing health and longevity, which have been gathered out of a large experience in the treatment of the body. They are alone worth the price of the work. We regard Dr. Emerson's work of such value that we anticipate the time when the principles of physical culture, which he has more thoroughly developed than any other teacher with whom we are acquainted, will be universally accepted. There is no reason why, if the laws of health and the training of the vital organs are properly attended to, the health of the community should not be vastly improved. The introduction of this system into our public schools is within the range of possibility; in fact, it has already been partially introduced, and the full benefits of its use may be realized whenever teachers can be found who are properly trained to instruct others. We regard Dr. Emerson in the light of a public benefactor.

From the New England Journal of Education.

Dr. Emerson, who has succeeded in building up one of the largest schools of oratory in the country, if not the largest, has at last yielded to the importunity of pupils and other admirers of his method of training, and presents in exquisite form a work on "Physical Culture." The author is confident that he restored himself to perfect health and vigorous physical condition, though he had been a confirmed dyspeptic and a victim of consumption in an incipient stage, through a training from which this system has fruited.

The work gains much from the fact that Dr. Emerson was a skilled

physician before he became a teacher, and also from the fact that he was an eloquent preacher; so his system has a physiological and a psychological impress. He has constantly in mind the fact that he aims to make students healthy; that he seeks to give them power to win others. The system, as such, is distinctly his own. He follows no master, but is loyal to the great principles of the oratorical masters. The introductory chapter upon physiological and psychological laws is a masterpiece.

From the Jenness Miller Illustrated Quarterly.

A book sure to be a source of delight and profit to the general reader, whatever his literary tastes, is "Physical Culture," by Dr. Emerson. It is one of the most comprehensive books on the subject that has ever been written, and discusses in detail the distinguishing features of Dr. Emerson's method. The exercises given are admirable, and their practice is calculated to harmonious development of the entire body, and the subjects treated in the book cover a wide range of physiological and psychological principles. Dr. Emerson is a teacher of long and successful experience, and his book will be found of special and general importance.

From the Boston Times.

Those who have not seen the volume on "Physical Culture," written by Charles Wesley Emerson, M. D., LL. D., president of the well-known Emerson College of Oratory, can, of course, have little idea as to the power of the book's contents for practical assistance. But such an idea can be readily attained, and the volume is one to prove, in every way, an addition to one's literary store.

It is of appropriately attractive nature without, as well as within. Its board covers are of a beautiful robin's-egg blue tint, with the title and the author's name traced in silver; while in gold and white it bears the figure of Cicero toward the lower corner to the left. Within, the leaves are most excellently put together. The paper is a fine cream, of polished surface, the type is clear and the illustrations are most excellent, some of them of special beauty and life.

The author's words on "Physical Culture," previous to the detailing of exercises, will interest any intelligent reader, will impress one, by the force of their truth, with the undeniable value of Dr. Emerson's understanding, and will beforehand insure attention to his system of exercises.

Of a good part of Dr. Emerson's ideas we have seen no duplicate anywhere in a regular system of physical culture, which, therefore, sufficiently stamps it as his own. Its excellence, truth and practicability are proven in the logic of his explanations, in the aim, character and result of his exercises, and in the generally acknowledged fact that high aspiration, attended by an understanding of the materials at hand, will always realize to some degree one's ideal.

The Emerson School of Oratory shows the result of the author's application of his principles which, through graduates whose influence spreads in every direction, through the public exercises of the college during the year, and in many other ways, are receiving wide-spread expression and attention.

From the Laws of Life, Dansville, N. Y.

No man is better qualified to speak with authority on these subjects, for during the past twenty years Dr. Emerson has been perfecting his unique system of bodily education and successfully demonstrating its value, his own health being first restored at a critical period by the practice of these methods together with voice culture. In fact, the College — perhaps the only one of which it can be truthfully said — might well be called a School of Health, for such it has proved to many students who have entered in enfeebled bodily conditions and have there recovered from nervous prostration, dyspepsia, or affection of the lungs. Indeed, it is cause for rejoicing that there is one college in the country where physical culture is made the basis of a harmonious development of the entire nature, and where health of body is regarded as essential to health and activity of mind.

The Congregationalist, dated Sept. 17, 1891.

Many besides the graduates and students of the Emerson College of Oratory in this city will welcome Pres. C. Wesley Emerson's "Physical Culture," for it comprises the substance of the instruction given in this institution to hundreds of young men and women who are now teaching the system. To those who have not had the benefit of personal contact with Dr. Emerson, its plain directions and suggestions, coupled with the illustrative cuts with which it is liberally supplied, will enable any intelligent person to adopt the *régime* recommended for the training of the body. The main features of Dr. Emerson's system approve themselves to the judgment of commonsense, and, if put in faithful practice, they are likely to result in an increase of bodily vigor, and there is abundant testimony that the effect upon the intellectual and moral life is also salutary.

Zion's Herald, Oct. 14, 1891.

There have been a multitude of books on this subject published within the last five years, for we, as a people, have at last awakened to the necessity of observing the laws of health and the practice of motions which make graceful, strong, and supple human figures. But this book for this purpose has no superior. Dr. Emerson is president of the Emerson College of Oratory in Boston, and can speak from large experience and wide and accurate observation. It is a most sensible book on hygiene, with no fads to defend. "That is a good book for ministers, isn't it?" says somebody at our elbow, and we unqualifiedly answer, "Yes." Indeed, if ministers would buy, read, digest and assimilate this volume, they would gain a great deal of practical knowledge upon the all-important subject of Physical Culture. It is a learned volume, also, crowded with appropriate references.

SUMMER SESSION

OF THE

Emerson College of Oratory

AT AGASSIZ HALL, COTTAGE CITY, MASS.

IN CONNECTION WITH THE

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President CHARLES WESLEY EMERSON, M.D., LL.D.,

ASSISTED BY MEMBERS OF THE FACULTY OF THE COLLEGE,

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Students will have the privilege of three weeks of study and rest at one of the most popular, delightful, and inexpensive watering-places of America. The sea-bathing at Martha's Vineyard is safe and comfortable at all hours; its facilities for rowing, fishing, and yachting are of the best; its concreted drives and promenades of the pleasantest; and its groves and shady woods are bowers of beauty. The pure, religious and moral tone of Cottage City is one of its chief recommendations as a place of summer residence, and perfect quiet reigns at all times. It is a centre for the departure of excursions to Nantucket, Gay Head, and to other attractive localities.

The summer session of this college will be held under the auspices of the Martha's Vineyard Summer Institute, and pupils will have all the advantages of connection with a finely equipped summer school, devoted to instruction in language, literature, science, and the arts. Those wishing to enter any of the departments of the Institute or the School of Methods can make arrangements to do so.

The steamers of the Old Colony Line connect several times daily with trains from all parts of New England, and excursion tickets at greatly reduced rates may be obtained from all points reached by the Old Colony Railroad.

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For circular or further information, address

CHARLES WESLEY EMERSON, M.D., LL. D., *President.*

TREMONT, COR. BERKELEY STS., BOSTON, MASS.

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OF THE

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WORCESTER, MASS.

DR. C. W. EMERSON, *Department of Elocution and Oratory*,
Emerson College of Oratory,
Tremont, Cor. Berkeley St., BOSTON, MASS.

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BY

CHARLES WESLEY EMERSON, M.D., LL.D.,

President Emerson (formerly Monroe) College of Oratory, Boston.

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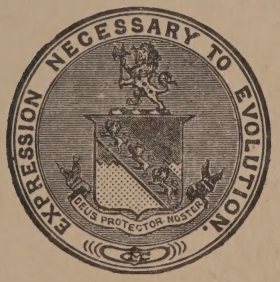
IN FOUR VOLUMES.



Although this work was first published July, 1888, it has already gone through several editions. It has been adopted by some of the foremost High Schools, Colleges, and Universities as the standard reader.

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CHAS. H. HUFF, PUBLISHER AND PRINTER,
EXCHANGE BUILDING, STATE STREET.

EMERSON
COLLEGE
OF ORATORY